

**State of New Jersey**  
**Addendum to**  
**Guidelines for Local Workforce Investment Boards**  
**Local Strategic Five-Year Unified Workforce Investment Plan:**  
**Adult Literacy Plan**  
**April 4, 2002**

The instructions below are an addendum to the Guidelines for Local Workforce Investment Boards Local Strategic Five-Year Unified Workforce Investment Plan: Adult Literacy Plan issued in October 2001. These instructions provide additional clarification and provide the specific format that plans should follow. Sections that begin with an asterisk (\*) have been added since the October 2001 guidelines. **The submitted plan should contain the following sections in the order listed below with each section clearly labeled.**

1. Introduction

- a. \*Executive Summary – Provide and Executive Summary of the Plan.
- b. \*Vision – Describe the WIB area's vision for the adult literacy system. This vision should be consistent with the Strategic Five-Year Unified Local Plan as well as State policy.
- c. Plan Development – Describe the process for developing this plan, monitoring its implementation, and if necessary, revising it. The plan must be a result of a collaborative process undertaken by all partners of the One-Stop Workforce Investment System. The process should be similar to the one undertaken to prepare the Strategic Five-Year Unified Local Plan. The WIBs Literacy Committee, in liaison with the Planning Committee, should play a major role in the development of the plan.
- d. EFF Integration – Describe how EFF will be utilized across the One-Stop workforce investment system.
- e. Agreements – Describe how the WIB will be instrumental in the development of agreements between providers to ensure ease of student referral, transfer of records, and recognition of learning gains.

2. Needs Assessment

- a. Individuals - Describe the adult literacy needs of the population of the WIB area. Consider concentrations of individuals in geographic areas and immigration trends. Demographic information about age, location, employment status, educational level, and barriers to education progress (e.g., disabilities that may

affect learning) should be used to determine the overall need for basic skills. Needs must be identified for basic mathematics, reading comprehension, basic computer literacy, English proficiency, and work-readiness skills.

- b. Employers – Describe the key industries of the area. What are the adult literacy expectations that employers in these industries have for their workforce? To the extent possible, indicate the basic mathematics, reading comprehension, basic computer literacy, English proficiency, and work-readiness skills expectations by industry or employers in the WIB area. Based on economic development initiatives in the WIB area, are the literacy levels of the workforce congruent with those needed by current and prospective employers?
- c. Current System Capacities - In order to determine what can be done for the target population, it is necessary to understand the current delivery system for basic skills services. Identify the adult literacy provider community including adult schools, colleges, literacy volunteer programs, community and faith-based organizations, libraries, for-profit organizations, etc. These providers may offer all or some of the following services: adult basic education, English-as-a-Second Language, high school equivalency, adult high school, literacy tutoring, and occupational skills training with a literacy component. An inventory of capacity is necessary in order to identify where there may be gaps in local services that the WIB should address. This inventory of capacity (see page 6) should list providers; their service area, hours of service and distant learning formats; numbers they serve; and funding sources (see page 7). In addition to the inventory, the prior experiences of identified providers in meeting the literacy needs of their clients should be indicated.
- d. Target Population(s) – Based upon your analysis of individual and employer needs and the current system's capacity to meet those needs, identify who will be served.

### 3. Service Strategy

The plan must provide a description of the strategy the local workforce investment system will adopt to address the needs of the target population. This should include the following:

- a. \*Literacy Levels – Identify how all literacy levels (refer to accompanying chart for educational functional levels (pages 8-11) will be addressed. Are providers differentiated by literacy levels?
- b. Priority of Services – The plan must establish priorities of who is to be served and what is to be provided. Because different funding sources have their own priorities, it is important to consider them in identifying gaps in service. Are there major gaps in the delivery of service that you plan to address in the future?

- c. Outreach and Recruitment – Identify how outreach to and recruitment of target population(s) will be accomplished. For example, how will outreach and recruitment to disadvantaged workers with basic skills deficiencies be accomplished? How will unemployed and displaced workers whose basic skills are a barrier to employment be alerted to the opportunities to improve their skills? Who will be responsible for these activities? How will the basic skills requirements of the employer community be assessed?
- d. Access and Referral – Describe how customers will gain access to basic skills services. Describe the process for referring customers to appropriate providers. To what extent will technology be used to facilitate access and referral? Include a discussion of independent, self-directed, and distance learning formats that local areas will employ to expand access to instruction.
- e. Assessment – Describe the process for assessing basic skills using CASAS. It is possible that an area will have multiple target populations (e.g., English proficiency issues, low basic literacy levels, or inadequate workforce-readiness skills) that require additional types of assessment tools. Who will be responsible for administering assessments? Will assessment be administered centrally, such as through the One-Stop Center or by each provider? Will assessments be available for customers with specialized needs? Will different partners be responsible for different types of assessment, e.g., ESL or learning disability? Who will be responsible for maintaining assessment data and how will it be made available to appropriate partners? How will timely access to GED testing be assured in the local area? How will GED testing services be integrated into the One-Stop System?
- f. Service Integration – Describe how adult literacy and basic skills training programs will integrate their services with the One-Stop Career Centers? While the grant recipient for funds will include a variety of entities, e.g., local office of the Department of Labor and Workforce Investment Act (WIA) Title II funded providers, the WIB must determine the specific plan for service delivery and integration. Be sure to address all federal and State adult literacy initiatives, including those that will be supported through the Supplemental Workforce Funds for Basic Skills. Describe linkages, if any, to adult education consortia that provide services through WIA Title II grants. Refer to page 6 for a list of major funding sources.
- g. Coordination and Leveraging of Resources – Describe how resources, whether financial, or non-financial will be coordinated and leveraged to create a coherent basic skills delivery system. This description should take into account volunteer literacy providers, state and federal supported programs, locally funded programs, and any other relevant service providers.

- h. Support Services – Customers of the literacy delivery system may also have other barriers that impact on their ability to perform as workers, citizens, and family members. Describe how customers of the One-Stop system will be able to access other necessary services.
  - i. Performance Standards – The State will develop minimum performance standards for service providers. These standards will be linked to EFF and the outcome measures identified in the National Reporting System (NRS). Local areas may elect to set higher standards or additional standards. If the local area intends to set standards, the criteria for setting the standards must be identified in the plan.
4. \*Supplemental Workforce Funds for Basic Skills
- a. \*Plan for Use of Supplemental Funds – Describe the plan for use of Supplemental Workforce Funds for Basic Skills.
    - i. \*Identify portions of plan that already have been approved and funded by the New Jersey Department of Labor. Discuss how approved components will be integrated into the local adult literacy system and One-Stop.
    - ii. \*Describe how the WIB area recommends that additional Supplemental Funds allocated under sections 34:15D-21 (a)(1), the 24% funds “reserved to support basic skills training delivered by the State’s One-Stop Career Centers” and 34:15D-21 (a)(2), the 28% funds “reserved for Workforce Investment Boards to provide grants for basic skills training” should be used.
    - iii. \*Describe a process that the WIB area will use for identifying and recommending employers, employer organizations, labor organizations, community- and faith-based organizations, and educational institutions for Supplemental Funds allocated under sections 34:15D-21 (a)(3), the 38% funds that will be administered through the New Jersey Department of Labor, Office of Customized Training.
  - b. \*Budget – Provide detailed budgets for Supplemental Workforce Funds for Basic Skills.
    - i. \*Provide budget for Supplemental Workforce Funds for Basic Skills items already approved and funded by the New Jersey Department of Labor.
    - ii. \*Develop a budget for additional Supplemental Workforce Funds for Basic Skills. The budget should reflect a funding level of between \$750,000 and \$1,000,000 and it should be based on the WIB area’s literacy plan for the 28% and recommendations for the 24% funds.

## 5. \*Conclusion

- a. \*Opportunities and Barriers – Discuss opportunities and barriers to achieving the WIB area's vision for the adult literacy system. How can the WIB area best take advantage of these opportunities and reduce or eliminate the barriers?

The plan period will be from the date of its approval to June 30, 2004, the end of the current local plan.

The plan must be signed by the WIB Literacy Committee Chairperson and by the WIB Chairperson.

The Local Workforce Investment Adult Literacy Plan must be submitted to the SETC by July 15, 2002 as follows:

- A signed original
- Five hard copies
- An electronic copy (Word format) by e-mail or computer diskette.

Please forward the signed original, five copies, and computer diskette (if you choose this format for the electronic copy) to:

Henry Plotkin, Executive Director  
New Jersey State Employment and Training Commission  
PO Box 940  
Trenton, NJ 08625

E-mail copies should be addressed to Nancy Kopp at [nkopp@dol.state.nj.us](mailto:nkopp@dol.state.nj.us).

## FUNDING SOURCES

<u>Administrative State Agency</u>	<u>Program</u>	<u>Funding Sources</u>
Department of Education	Title II WIA (Adult Basic Skills, High School Equivalency, & Adult Literacy)	Federal & State matching
Department of Education	English Literacy and Civics	Federal
Department of Human Services	TANF – AWEF	Federal
Department of Labor	WDPP – ITA	State
Department of Labor	WDPP – Customized Training	State
Department of Labor	WDPP – Literacy	State
Department of Labor	WIA Title I	Federal
Department of Labor	WFNJ Supplemental TANF-AWEP	Federal
Department of Labor	WFNJ Supplemental FS-AWEP	Federal
Department of Labor	WFNJ Supplemental GA-AWEP	State
Department of Labor	Welfare-to-Work	Federal & State
Department of Labor	Supplemental Workforce Funds for Basic Skills 34:15D-21 (a)(1)	State
Department of Labor	Supplemental Workforce Funds for Basic Skills 34:15D-21 (a)(2)	State
Department of Labor	Supplemental Workforce Funds for Basic Skills 34:15D-21 (a)(3)	State

Adult Literacy Provider	Name, Address, Phone	Service Area	Hours of Service	Distance Learning Format	Number clients served	Funding Sources	Please check all appropriate services for each provider.						
							ABE	ESL	GED	Adult High School	Literacy Tutoring	Occupational Skills Training w/Literacy Component	Computer Literacy
Adult School													
College													
Literacy Volunteer Program													
Community Based Organization													
Faith Based Organization													
Library													
For Profit Organization													
Miscellaneous													

## Adult Basic Education Levels

Educational Functioning Level Descriptors - Adult Basic Education (ABE) Levels			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Level I - Beginning ABE Literacy</b>  <b>Test Benchmark:</b> TABE (5-6) scale scores: Total reading    1-529 Total math       1-540 (grade level 0-1.9) TABE (7-8): CASAS: 200 and below AMES (B, ABE) scale scores: Reading:           1-500 Computation:       1-476 Communication:   388-496 ABLE scale scores: Reading:           1-523 Math:               1-521	Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension on how print corresponds to spoken language.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
<b>Level I - Beginning Basic Education</b>  <b>Test Benchmark:</b> TABE (5-6) scale scores: Total reading    530-679 Total math       541-677 (grade level 2-3.9) TABE (7-8): CASAS: 201-210 AMES (B, ABE) scale scores: Reading:           503-514 Computation:       477-492 Communication:   498-505 ABLE scale scores: Reading:           525-612 Math:               530-591	Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent rereading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.



Educational Functioning Level Descriptors - Adult Basic Education (ABE) Levels			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Level II - Low Intermediate Basic Education</b></p> <p><b>Test Benchmark:</b>  TABE (5-6) scale scores:  Total reading 680-722  Total math 678-729 (grade level 4-5.9)  TABE (7-8):  CASAS: 211-220  AMES (B and C, ABE) scale scores:  Reading (B): 517-609  Reading (C): 514-521  Computation (B): 494-603  Computation (C): 493-508  Communication (B): 508-605  Communication (C): 509-513  ABLE scale scores:  Reading: 613-644  Math: 593-641</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing familiar vocabulary; can write simple notes and messages on familiar situations, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.</p>
<p><b>Level II - High Intermediate Basic Education</b></p> <p><b>Test Benchmark:</b>  TABE (5-6) scale scores:  Total reading 723-761  Total math 730-776 (grade level 6-8.9)  TABE (7-8):  CASAS: 221-235  AMES (C and D, ABE) scale scores:  Reading (C): 525-612  Reading (D): 522-543  Computation (C): 510-627  Computation (D): 509-532  Communication (C): 516-611  Communication (D): 516-522  ABLE scale scores:  Reading: 646-680  Math: 643-693</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures, can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions using technology.</p>

## Educational Functioning Level Descriptors - Adult Basic Education (ABE) Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Level III - Low Adult Secondary Education</b></p> <p><b>Test Benchmark:</b>  TABE (5-6) scale scores:  Total reading: 762-776  Total math : 777-789 (grade level 9-10.9)  TABE (7-8):  CASAS: 236-245  AMES (E, ABE) scale scores:  Reading: 544-561  Computation: 534-548  Communication: 527-535  ABLE scale scores:  Reading: 682-697  Math: 694-716  Pass at least one GED practice test.</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>

Educational Functioning Level Descriptors - English-as-a-Second Language (ESL) Levels			
Literacy levels	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<b>Level II - High Intermediate ESL</b>  <b>Test Benchmark:</b> CASAS (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral Best: 51-57	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.
<b>Level III - Low Advanced ESL</b>  <b>Test Benchmark:</b> CASAS (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral Best: 58-64	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.
<b>Level III - High Advanced ESL</b>  <b>Test Benchmark:</b> CASAS (Life Skills): 236 and above SPL (Speaking) 7 and higher SPL (Reading and Writing) 8 and higher Oral Best: 65 and higher	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multi paragraph essays with a clear introduction and development of ideas; writing contains well formed sentences; appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately, can instruct others in use of software and technology.